



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9750 N 87th Ave, Peoria, AZ 85345

Peoria Unified School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Rae Conelley
 Schedule : 07:30 AM to 04:00 PM
 Grades : Pre-K-8
 Web Address :
 Phone Number : (623) 412-4575
 Fax Number : (623) 412-4584
 E-mail : rconelley@peoriaud.k12.az.us

Mission

The mission of Alta Loma School is to empower students with knowledge, purpose, pride and a sense of community to meet the challenges of the future.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü K-3rd grade students who begin and end the school year at Alta Loma will read at grade level by the end of the year or increase their reading level by at least 5 levels.
- ü 4th-6th grade students will increase their writing skills by attaining a 4 or better on 4 or more writing traits on all writing pieces.
- ü 5th-8th grade students will increase their math skills according to district benchmark assessments.
- ü Teachers will monitor student progress in reading, writing, or math and share that progress at monthly grade level meetings as a way to increase ideas to help student succeed.

Enrollment

October 1, 2005 School Year Student Enrollment : 1021
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 97

Instructional Programs

- Ü Preschool
- Ü Kindergarten Enrichment
- Ü English Language Learner Program
- Ü Gifted Education
- Ü CLIP Reading Intervention
- Ü PAL Literacy Intervention
- Ü Title I Programming
- Ü After School 7-8 Jump Start Math

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of all Peoria District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe school campuses, each school encourages parent involvement.

Parents

It is the responsibility of the parent(s) to provide a home environment that fosters learning. Parents are to model lifelong learning. Collaboration with the school will strengthen the value of education in the home.

Transportation Policy

Transportation is provided for all eligible students who reside within the attendance boundary but beyond one mile of Alta Loma Elementary School. Transportation services are provided for eligible special education students to Alta Loma.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü North Central Association Accreditation	2006
Ü Hispanic Heritage Poster & Essay Winner	2006
Ü Teacher of the Year - Masonic Lodge	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2757	80010	100	97	99	435	455	447	18	6	10	17	15	18	53	59	53	13	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1317	38935	100	97	99	442	454	447	17	5	9	7	15	19	63	59	55	13	20	17
Male	56	1437	40974	100	96	98	429	456	448	18	7	11	25	14	18	45	58	52	13	21	19
African American	NC	152	4201	NC	95	99	NC	445	430	NC	8	17	NC	16	23	NC	64	51	NC	12	9
Hispanic	51	752	34545	100	95	99	422	439	432	24	10	14	22	22	24	49	58	53	6	11	9
Asian/Pacific Islander	NC	98	2068	NC	98	99	NC	463	474	NC	4	4	NC	14	10	NC	55	50	NC	27	36
American Indian/Alaskan Native	NC	40	3979	NC	98	96	NC	450	424	NC	10	17	NC	10	30	NC	63	47	NC	18	6
White	37	1714	35142	100	97	99	451	463	465	8	4	5	11	11	11	65	59	56	16	25	28
Students with Disabilities	10	447	10161	100	84	93	NA	433	419	NA	19	28	NA	24	28	NA	44	36	NA	12	8
Students without Disabilities	92	2310	69849	100	100	100	438	459	451	15	4	7	15	13	17	57	62	56	13	22	19
Limited English Proficient Students	11	144	14013	100	93	97	383	410	413	73	21	24	9	43	34	18	34	39	NA	2	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	44	838	39029	100	95	98	416	439	432	30	11	14	20	22	25	43	56	52	7	11	9
Non-Economically Disadvantaged	58	1919	40981	100	98	100	449	462	462	9	4	6	14	11	13	60	60	54	17	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2732	79438	100	96	98	443	465	451	14	4	9	24	19	24	55	62	56	8	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1311	38775	100	97	99	457	470	457	9	3	7	15	17	22	65	62	58	11	18	13
Male	56	1418	40560	100	95	97	432	460	446	18	6	12	30	21	25	46	62	54	5	10	9
African American	NC	151	4178	NC	94	98	NC	454	439	NC	6	13	NC	24	29	NC	63	52	NC	7	6
Hispanic	51	743	34297	100	94	98	428	448	434	22	7	14	29	27	31	43	59	50	6	6	5
Asian/Pacific Islander	NC	98	2063	NC	98	99	NC	464	475	NC	5	3	NC	20	15	NC	58	63	NC	16	20
American Indian/Alaskan Native	NC	39	3940	NC	95	95	NC	463	429	NC	8	14	NC	13	36	NC	69	47	NC	10	3
White	37	1700	34887	100	97	98	463	473	471	NA	3	4	19	16	15	73	64	63	8	18	18
Students with Disabilities	10	422	9588	100	80	88	NA	441	416	NA	14	30	NA	32	32	NA	46	34	NA	8	5
Students without Disabilities	92	2310	69850	100	100	100	447	469	456	11	3	7	24	17	23	57	65	59	9	15	12
Limited English Proficient Students	11	139	13856	100	90	96	387	412	407	55	21	27	27	50	43	18	29	29	NA	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	44	818	38685	100	92	97	420	447	435	23	8	14	36	30	32	36	56	50	5	7	5
Non-Economically Disadvantaged	58	1914	40753	100	97	99	461	472	467	7	3	5	14	15	16	69	65	62	10	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2759	79971	100	97	99	408	437	423	10	5	8	49	33	41	41	60	49	NA	3	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	1318	38974	100	97	99	427	451	437	7	3	5	33	23	33	61	69	57	NA	5	4
Male	56	1439	40895	100	96	98	392	424	410	13	6	10	63	41	47	25	51	41	NA	1	2
African American	NC	154	4203	NC	96	99	NC	432	411	NC	6	11	NC	31	45	NC	61	43	NC	2	2
Hispanic	51	752	34481	100	95	99	398	428	410	12	6	10	51	38	46	37	54	43	NA	1	1
Asian/Pacific Islander	NC	98	2067	NC	98	99	NC	442	449	NC	3	4	NC	33	28	NC	60	60	NC	4	8
American Indian/Alaskan Native	NC	40	3995	NC	98	96	NC	427	409	NC	10	10	NC	25	47	NC	63	42	NC	3	1
White	37	1714	35150	100	97	99	418	441	437	5	4	5	54	30	35	41	62	56	NA	4	5
Students with Disabilities	10	455	10258	100	86	94	NA	403	377	NA	14	23	NA	47	51	NA	37	25	NA	2	1
Students without Disabilities	92	2304	69713	100	99	100	416	443	429	7	3	5	49	30	39	45	64	52	NA	4	3
Limited English Proficient Students	11	145	13985	100	94	97	373	395	382	18	10	18	64	59	54	18	31	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	44	838	38994	100	95	98	390	424	409	11	6	10	61	40	47	27	52	41	NA	2	1
Non-Economically Disadvantaged	58	1921	40977	100	98	100	422	443	437	9	4	5	40	29	34	52	63	56	NA	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2799	80147	100	97	99	468	490	482	15	7	11	20	14	17	47	53	49	19	26	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1350	39281	100	98	99	473	491	483	9	6	9	22	14	17	49	54	50	20	26	24
Male	36	1447	40780	100	96	98	460	489	482	25	7	12	17	14	17	42	52	48	17	27	24
African American	NC	152	4249	NC	97	99	NC	471	464	NC	15	17	NC	20	22	NC	51	48	NC	14	13
Hispanic	44	657	33494	100	96	99	462	473	466	18	10	15	25	20	23	41	55	49	16	14	14
Asian/Pacific Islander	NC	95	2103	NC	99	99	NC	508	515	NC	2	4	NC	12	8	NC	49	44	NC	37	45
American Indian/Alaskan Native	NC	38	4117	NC	95	96	NC	478	456	NC	13	19	NC	13	27	NC	55	46	NC	18	8
White	46	1856	36122	100	97	99	471	497	501	11	5	5	20	12	10	48	52	50	22	31	35
Students with Disabilities	12	350	10295	100	80	92	395	454	443	75	26	33	25	24	26	NA	40	33	NA	10	8
Students without Disabilities	89	2449	69852	100	100	100	478	495	488	7	4	7	19	13	16	53	55	51	21	29	26
Limited English Proficient Students	11	114	12722	100	92	97	409	434	441	45	28	27	45	39	33	9	32	37	NA	1	3
Migrant Students	NC	11	622	NC	100	97	NC	439	454	NC	27	19	NC	45	30	NC	27	43	NC	NA	8
Economically Disadvantaged	NC	760	38371	NC	93	97	NC	474	465	NC	10	15	NC	21	23	NC	54	49	NC	15	13
Non-Economically Disadvantaged	95	2039	41776	100	98	100	470	496	498	14	5	6	20	12	11	46	52	49	20	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2782	79686	100	96	98	468	483	470	12	5	11	25	18	24	53	67	57	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1348	39163	100	98	99	477	489	475	6	3	9	25	15	22	57	69	60	12	13	10
Male	36	1432	40438	100	95	97	451	478	465	22	7	13	25	20	25	47	65	54	6	8	7
African American	NC	152	4228	NC	97	98	NC	470	458	NC	11	15	NC	20	28	NC	62	53	NC	7	4
Hispanic	44	650	33299	100	95	98	461	468	452	14	9	17	30	26	32	45	60	47	11	6	3
Asian/Pacific Islander	NC	95	2097	NC	99	99	NC	487	490	NC	3	5	NC	17	13	NC	63	68	NC	17	14
American Indian/Alaskan Native	NC	38	4087	NC	95	96	NC	473	446	NC	5	16	NC	26	38	NC	61	44	NC	8	2
White	46	1846	35914	100	97	98	469	489	489	11	3	5	24	15	15	59	70	67	7	12	14
Students with Disabilities	12	332	9808	100	76	87	403	451	432	75	21	35	17	32	32	8	42	30	NA	5	3
Students without Disabilities	89	2450	69878	100	100	100	476	487	475	3	3	8	26	16	23	60	70	61	11	11	9
Limited English Proficient Students	11	109	12594	100	88	96	424	424	422	27	28	34	45	48	45	27	25	21	NA	NA	0
Migrant Students	NC	10	611	NC	91	95	NC	NA	439	NC	NA	22	NC	NA	39	NC	NA	37	NC	NA	2
Economically Disadvantaged	NC	748	38095	NC	92	97	NC	468	452	NC	8	17	NC	26	32	NC	61	48	NC	5	3
Non-Economically Disadvantaged	95	2034	41591	100	98	99	468	488	486	13	4	6	24	15	16	53	69	65	11	12	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2808	80372	100	97	99	470	484	475	3	2	4	34	24	30	63	71	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1356	39452	100	98	99	480	497	488	2	1	3	23	15	22	75	80	72	NA	4	3
Male	36	1450	40836	100	96	98	450	472	464	6	3	6	53	33	37	42	62	56	NA	1	1
African American	NC	152	4264	NC	97	99	NC	469	465	NC	5	5	NC	28	35	NC	66	59	NC	1	1
Hispanic	44	665	33608	100	97	99	461	473	462	5	4	6	39	29	36	57	66	57	NA	1	1
Asian/Pacific Islander	NC	95	2098	NC	99	99	NC	497	500	NC	2	2	NC	20	16	NC	68	75	NC	9	7
American Indian/Alaskan Native	NC	38	4128	NC	95	97	NC	481	464	NC	NA	4	NC	32	39	NC	68	56	NC	NA	1
White	46	1857	36213	100	97	99	476	489	489	NA	2	2	35	23	22	65	73	72	NA	2	3
Students with Disabilities	12	361	10526	100	82	94	420	445	427	8	9	15	83	51	53	8	39	31	NA	1	1
Students without Disabilities	89	2447	69846	100	100	100	476	489	482	2	1	3	27	21	26	71	76	69	NA	2	2
Limited English Proficient Students	11	116	12747	100	94	97	437	436	432	9	12	12	55	51	52	36	37	36	NA	NA	0
Migrant Students	NC	11	621	NC	100	97	NC	456	452	NC	9	9	NC	27	40	NC	64	51	NC	NA	0
Economically Disadvantaged	NC	772	38521	NC	95	98	NC	471	461	NC	4	6	NC	31	38	NC	64	55	NC	1	1
Non-Economically Disadvantaged	95	2036	41851	100	98	100	469	489	489	3	2	3	33	22	22	64	74	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2833	79306	100	97	99	476	515	504	31	8	13	14	16	20	50	54	49	5	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1390	38845	100	98	99	472	515	505	28	6	11	22	17	20	48	55	50	2	22	18
Male	66	1439	40383	100	96	98	479	515	504	33	9	14	8	15	19	52	53	47	8	23	19
African American	14	174	4171	100	96	98	467	500	485	36	7	20	29	28	26	29	50	44	7	14	10
Hispanic	50	685	32673	100	96	99	456	497	487	46	14	18	18	21	25	36	52	46	NA	14	10
Asian/Pacific Islander	NC	92	2147	NC	100	99	NC	535	539	NC	4	5	NC	16	10	NC	42	46	NC	37	40
American Indian/Alaskan Native	NC	33	4034	NC	94	97	NC	496	479	NC	15	22	NC	27	29	NC	45	43	NC	12	7
White	58	1849	36234	100	97	99	492	522	523	19	5	6	7	12	13	67	56	52	7	26	28
Students with Disabilities	22	368	10286	100	80	91	461	479	462	64	29	41	9	25	27	14	36	27	14	10	5
Students without Disabilities	104	2465	69020	100	100	100	479	520	510	24	4	9	15	14	18	58	57	52	3	24	21
Limited English Proficient Students	18	96	10291	100	91	96	436	450	458	72	47	38	11	29	34	17	23	26	NA	1	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	57	752	37437	100	94	97	459	493	486	44	15	19	16	24	26	39	48	46	2	12	9
Non-Economically Disadvantaged	69	2081	41869	100	98	100	489	523	521	20	5	7	13	13	14	59	56	51	7	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2813	79000	100	96	98	471	499	489	17	5	10	30	18	24	48	67	58	5	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1384	38774	100	97	99	475	503	494	15	3	7	30	17	22	47	68	61	8	11	10
Male	66	1425	40150	100	95	98	469	496	485	20	7	12	30	20	25	48	65	55	2	9	8
African American	14	172	4153	100	95	98	469	488	476	7	5	13	50	26	30	43	63	53	NA	6	4
Hispanic	50	677	32508	100	95	98	455	483	472	30	9	15	34	27	33	34	58	49	2	5	3
Asian/Pacific Islander	NC	92	2142	NC	100	99	NC	502	510	NC	3	4	NC	17	14	NC	65	67	NC	14	16
American Indian/Alaskan Native	NC	32	4016	NC	91	96	NC	487	467	NC	3	14	NC	31	37	NC	56	46	NC	9	2
White	58	1840	36135	100	97	98	484	506	508	10	4	4	24	14	14	59	70	67	7	12	15
Students with Disabilities	22	348	9991	100	75	88	454	468	449	41	19	33	27	32	36	27	46	29	5	3	2
Students without Disabilities	104	2465	69009	100	100	100	475	503	495	13	3	6	31	17	22	52	70	62	5	11	10
Limited English Proficient Students	18	90	10199	100	86	95	432	437	439	61	39	35	17	41	47	22	20	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	57	742	37234	100	93	97	455	480	472	30	9	15	37	29	33	30	58	50	4	4	3
Non-Economically Disadvantaged	69	2071	41766	100	98	99	485	506	505	7	4	5	25	15	16	62	70	65	6	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2841	79611	100	97	99	465	503	496	12	5	7	52	33	37	36	61	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1393	39016	100	98	99	478	517	511	10	3	4	43	23	29	47	72	66	NA	1	1
Male	66	1444	40519	100	96	98	453	490	482	14	7	10	61	43	44	26	50	46	NA	0	0
African American	14	173	4188	100	96	98	470	497	486	NA	6	9	79	34	40	21	59	50	NA	1	0
Hispanic	50	692	32855	100	97	99	435	487	481	22	8	10	50	41	43	28	51	47	NA	1	0
Asian/Pacific Islander	NC	92	2149	NC	100	100	NC	511	519	NC	2	4	NC	29	24	NC	68	70	NC	NA	2
American Indian/Alaskan Native	NC	33	3992	NC	94	96	NC	491	478	NC	9	10	NC	36	46	NC	52	44	NC	3	0
White	58	1851	36380	100	97	99	486	510	511	7	4	4	48	30	30	45	65	65	NA	1	1
Students with Disabilities	22	378	10664	100	82	94	428	456	440	23	17	23	68	52	54	9	30	22	NA	1	1
Students without Disabilities	104	2463	68947	100	100	100	472	510	504	10	3	4	49	30	34	41	66	61	NA	1	1
Limited English Proficient Students	18	101	10362	100	96	97	393	429	438	39	23	22	56	64	57	6	13	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	57	761	37626	100	95	98	442	483	479	21	9	10	53	43	45	26	48	45	NA	0	0
Non-Economically Disadvantaged	69	2080	41985	100	98	100	483	511	511	4	3	4	52	30	30	43	66	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2877	79327	100	96	98	529	538	518	11	10	19	17	14	20	51	51	46	21	25	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1415	38961	100	97	98	525	538	520	7	9	16	23	14	20	55	53	48	14	24	16
Male	61	1461	40295	100	96	97	532	538	516	15	10	21	11	14	19	48	48	44	26	27	16
African American	NC	145	4247	NC	94	98	NC	515	499	NC	15	27	NC	26	24	NC	48	41	NC	12	8
Hispanic	47	659	32327	100	96	98	525	518	499	19	17	27	11	18	25	51	50	41	19	15	8
Asian/Pacific Islander	NC	103	1939	NC	97	99	NC	564	556	NC	5	6	NC	7	10	NC	48	47	NC	41	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	528	489	NC	8	32	NC	19	27	NC	57	36	NC	16	4
White	54	1933	36373	100	97	98	530	546	538	4	7	10	22	13	14	54	51	52	20	29	25
Students with Disabilities	18	339	9321	100	78	87	482	486	467	44	36	54	22	25	22	28	31	21	6	8	3
Students without Disabilities	99	2538	70006	100	99	100	537	544	524	5	6	14	16	13	19	56	53	49	23	28	18
Limited English Proficient Students	11	94	9431	100	89	95	472	470	466	55	51	53	9	23	27	36	24	18	NA	1	1
Migrant Students	NC	NC	635	NC	NC	94	NC	NC	488	NC	NC	31	NC	NC	29	NC	NC	36	NC	NC	4
Economically Disadvantaged	49	752	37097	100	93	97	519	515	498	14	18	27	16	19	25	57	49	41	12	14	7
Non-Economically Disadvantaged	68	2125	42230	100	97	99	536	546	535	9	7	11	18	13	15	47	51	50	26	29	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2872	79501	100	96	98	499	509	497	6	5	10	25	20	25	68	69	60	2	5	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1413	39062	100	97	99	497	514	502	7	4	8	23	18	23	68	72	64	2	6	5
Male	61	1458	40368	100	96	98	501	505	491	5	6	13	26	23	27	67	67	57	2	5	3
African American	NC	145	4279	NC	94	99	NC	491	485	NC	8	14	NC	30	30	NC	61	54	NC	1	2
Hispanic	47	658	32389	100	96	98	490	493	478	13	10	16	28	28	34	60	61	48	NA	1	1
Asian/Pacific Islander	NC	103	1936	NC	97	98	NC	521	519	NC	4	3	NC	12	14	NC	77	73	NC	8	9
American Indian/Alaskan Native	NC	37	4401	NC	100	96	NC	494	473	NC	11	17	NC	19	40	NC	70	43	NC	NA	1
White	54	1929	36446	100	96	99	507	516	516	NA	3	4	22	18	15	74	72	73	4	7	7
Students with Disabilities	18	334	9411	100	77	88	466	469	453	22	19	36	44	40	36	28	40	26	6	1	1
Students without Disabilities	99	2538	70090	100	99	100	505	514	502	3	3	7	21	18	24	75	73	65	1	6	5
Limited English Proficient Students	11	90	9401	100	85	94	448	448	443	27	36	40	55	48	46	18	17	14	NA	NA	0
Migrant Students	NC	NC	642	NC	NC	95	NC	NC	465	NC	NC	24	NC	NC	41	NC	NC	35	NC	NC	0
Economically Disadvantaged	49	754	37183	100	94	97	493	491	479	6	10	16	27	31	34	67	57	49	NA	3	1
Non-Economically Disadvantaged	68	2118	42318	100	97	99	503	516	513	6	3	5	24	17	17	68	74	70	3	6	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	2901	80000	100	97	99	570	577	564	2	2	3	9	6	11	78	78	75	12	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1431	39288	100	98	99	588	592	579	NA	1	2	2	2	6	80	77	77	18	20	16
Male	61	1469	40644	100	96	98	554	563	549	3	2	4	15	9	15	75	80	74	7	8	7
African American	NC	149	4307	NC	96	99	NC	562	551	NC	3	4	NC	8	13	NC	83	75	NC	6	7
Hispanic	47	665	32672	100	97	99	556	566	548	4	2	4	11	8	14	83	83	76	2	7	6
Asian/Pacific Islander	NC	104	1945	NC	98	99	NC	594	592	NC	NA	1	NC	3	4	NC	69	69	NC	28	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	578	549	NC	NA	3	NC	5	14	NC	84	77	NC	11	5
White	54	1946	36602	100	97	99	579	582	579	NA	2	2	7	5	7	74	77	75	19	16	16
Students with Disabilities	18	357	9919	100	82	93	507	526	505	6	5	9	39	27	35	56	65	54	NA	3	2
Students without Disabilities	99	2544	70081	100	100	100	582	584	571	1	1	2	3	3	7	82	80	79	14	15	12
Limited English Proficient Students	11	96	9571	100	91	96	497	518	502	9	5	10	27	31	29	64	64	60	NA	NA	1
Migrant Students	NC	NC	654	NC	NC	97	NC	NC	534	NC	NC	7	NC	NC	16	NC	NC	74	NC	NC	3
Economically Disadvantaged	49	769	37534	100	96	98	555	560	547	2	3	4	12	10	15	86	80	76	NA	7	5
Non-Economically Disadvantaged	68	2132	42466	100	98	100	581	584	578	1	1	2	6	5	7	72	78	75	21	16	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	123	2923	78546	97	96	97	560	561	543	4	7	15	14	12	18	67	60	52	15	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1449	38645	97	97	98	559	562	545	3	5	13	12	12	18	73	61	54	12	22	15
Male	57	1472	39792	97	95	97	561	561	542	5	8	17	16	12	17	61	59	50	18	21	15
African American	11	152	4205	92	94	97	562	549	524	NA	9	22	9	18	22	82	59	49	9	14	7
Hispanic	49	656	31177	98	95	97	545	547	524	8	11	22	16	17	23	67	58	48	8	15	7
Asian/Pacific Islander	12	103	1940	92	96	99	593	585	580	NA	2	5	8	12	9	50	52	53	42	34	33
American Indian/Alaskan Native	NC	34	4689	NC	85	95	NC	545	515	NC	6	28	NC	6	25	NC	88	43	NC	NA	4
White	49	1978	36450	96	97	97	566	566	563	2	5	7	14	10	12	67	61	57	16	24	23
Students with Disabilities	11	309	8093	73	76	82	525	513	489	27	29	50	9	28	24	64	37	23	NA	5	2
Students without Disabilities	112	2614	70453	100	100	100	563	567	549	2	4	11	14	10	17	68	63	56	16	23	16
Limited English Proficient Students	10	91	9323	100	90	94	NA	505	491	NA	31	47	NA	35	28	NA	32	24	NA	2	1
Migrant Students	NC	NC	674	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	27	NC	NC	40	NC	NC	5
Economically Disadvantaged	65	756	34694	96	92	96	551	546	524	6	10	23	17	17	23	63	61	48	14	12	7
Non-Economically Disadvantaged	58	2167	43852	98	98	99	570	567	559	2	6	10	10	10	13	72	60	56	16	25	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	2936	79045	100	97	98	513	523	512	5	5	10	24	19	25	69	68	58	3	8	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1453	38860	100	98	98	514	530	519	1	3	7	26	16	22	69	72	62	3	9	8
Male	59	1481	40075	100	96	97	511	517	505	8	7	12	20	22	28	68	64	54	3	7	6
African American	12	152	4250	100	94	98	529	516	500	NA	6	12	17	24	31	75	61	54	8	9	3
Hispanic	50	661	31314	100	95	98	502	509	493	6	9	16	30	26	34	64	61	48	NA	4	2
Asian/Pacific Islander	13	104	1949	100	97	99	528	532	536	8	6	4	23	15	15	62	67	66	8	12	15
American Indian/Alaskan Native	NC	35	4719	NC	88	96	NC	512	489	NC	9	15	NC	6	39	NC	86	45	NC	NA	2
White	50	1984	36730	98	98	98	515	528	532	4	4	4	20	17	16	72	70	68	4	9	12
Students with Disabilities	15	320	8552	100	78	87	467	479	463	20	22	35	47	41	40	33	36	23	NA	2	1
Students without Disabilities	112	2616	70493	100	100	100	519	528	517	3	3	7	21	16	24	73	72	62	4	9	8
Limited English Proficient Students	10	92	9355	100	91	95	NA	457	456	NA	32	37	NA	58	48	NA	10	15	NA	1	0
Migrant Students	NC	NC	682	NC	NC	96	NC	NC	480	NC	NC	23	NC	NC	37	NC	NC	39	NC	NC	1
Economically Disadvantaged	68	763	34922	100	93	96	504	506	493	7	8	15	29	30	34	62	60	48	1	3	3
Non-Economically Disadvantaged	59	2173	44123	100	98	99	523	529	527	2	5	6	17	15	18	76	71	66	5	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2957	79657	99	98	99	572	578	566	1	2	3	6	5	8	93	92	87	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1462	39120	100	98	99	582	589	580	NA	1	2	1	2	4	99	95	92	NA	1	2
Male	58	1493	40423	98	97	98	561	566	553	2	3	5	10	8	12	86	88	83	2	1	1
African American	12	156	4290	100	97	99	571	570	560	NA	5	4	NA	4	9	100	89	86	NA	1	1
Hispanic	50	667	31642	100	96	99	566	568	552	NA	3	5	10	7	11	90	90	84	NA	0	0
Asian/Pacific Islander	13	104	1948	100	97	99	592	585	589	8	3	1	NA	5	3	85	88	91	8	5	4
American Indian/Alaskan Native	NC	35	4760	NC	88	97	NC	570	547	NC	3	5	NC	11	14	NC	86	81	NC	NA	0
White	49	1995	36929	96	98	99	573	581	579	NA	2	2	4	4	5	96	93	91	NA	1	2
Students with Disabilities	14	341	9069	93	84	92	521	530	508	7	7	11	21	26	30	71	67	58	NA	0	1
Students without Disabilities	112	2616	70588	100	100	100	579	583	573	NA	1	2	4	2	5	96	95	91	1	1	1
Limited English Proficient Students	10	95	9521	100	94	96	NA	509	507	NA	12	13	NA	23	24	NA	65	63	NA	NA	0
Migrant Students	NC	NC	694	NC	NC	98	NC	NC	546	NC	NC	5	NC	NC	12	NC	NC	82	NC	NC	1
Economically Disadvantaged	67	775	35341	99	95	97	565	567	551	1	3	5	7	8	12	91	89	83	NA	1	0
Non-Economically Disadvantaged	59	2182	44316	100	99	100	581	581	578	NA	2	2	3	4	5	95	93	90	2	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	3051	78400	95	96	97	569	575	554	11	10	21	22	14	19	49	59	47	18	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	1502	38686	95	97	98	567	576	554	15	9	20	13	13	20	54	61	49	19	18	12
Male	54	1547	39636	95	96	96	570	575	554	7	10	23	31	14	18	44	56	46	17	19	13
African American	NC	168	4193	NC	96	97	NC	552	533	NC	20	32	NC	22	23	NC	49	40	NC	9	5
Hispanic	49	747	30732	92	95	97	557	559	534	18	13	31	24	21	24	43	55	40	14	11	5
Asian/Pacific Islander	NC	103	1827	NC	100	99	NC	594	594	NC	5	8	NC	6	12	NC	62	49	NC	27	31
American Indian/Alaskan Native	--	33	4536	--	100	95	--	566	528	--	18	35	--	12	25	--	58	37	--	12	4
White	41	1998	37038	95	96	97	581	582	575	7	8	11	12	11	14	59	60	56	22	21	19
Students with Disabilities	NC	233	7840	NC	68	81	NC	519	498	NC	44	60	NC	18	18	NC	28	20	NC	9	2
Students without Disabilities	104	2818	70560	99	100	99	571	579	560	10	7	17	23	13	19	49	61	50	18	19	14
Limited English Proficient Students	NC	85	8956	NC	96	95	NC	512	502	NC	42	56	NC	29	25	NC	28	18	NC	NA	1
Migrant Students	NC	10	676	NC	100	95	NC	NA	523	NC	NA	38	NC	NA	25	NC	NA	36	NC	NA	1
Economically Disadvantaged	49	706	33014	91	92	95	559	556	534	20	16	31	24	20	24	37	53	40	18	11	5
Non-Economically Disadvantaged	59	2345	45386	98	98	99	577	581	569	3	8	15	20	12	15	59	60	52	17	20	18

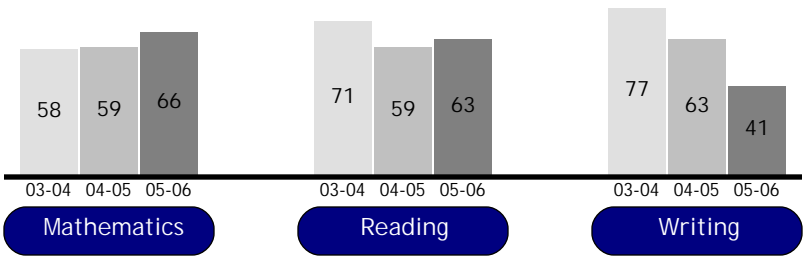
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	3080	79179	100	97	98	517	535	519	11	5	11	27	19	27	61	70	58	1	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1518	38974	100	98	99	522	542	524	12	4	8	23	15	25	63	73	61	2	8	5
Male	57	1560	40124	100	97	97	512	528	513	9	6	13	32	23	28	60	67	54	NA	5	4
African American	NC	168	4243	NC	96	98	NC	524	506	NC	8	14	NC	23	32	NC	67	51	NC	3	3
Hispanic	53	757	30987	100	96	98	505	521	498	15	7	17	38	27	36	47	64	45	NA	3	1
Asian/Pacific Islander	NC	101	1832	NC	98	99	NC	540	543	NC	4	4	NC	13	17	NC	73	69	NC	10	10
American Indian/Alaskan Native	--	33	4573	--	100	96	--	530	494	--	3	16	--	21	41	--	73	42	--	3	1
White	43	2019	37467	100	97	98	527	541	539	9	4	5	16	16	17	72	72	70	2	8	8
Students with Disabilities	NC	261	8567	NC	77	88	NC	479	467	NC	28	39	NC	40	38	NC	28	22	NC	5	1
Students without Disabilities	105	2819	70612	100	100	99	521	539	524	7	3	7	28	17	25	65	74	62	1	7	5
Limited English Proficient Students	NC	85	9013	NC	96	95	NC	471	461	NC	27	40	NC	49	48	NC	24	12	NC	NA	0
Migrant Students	NC	10	680	NC	100	96	NC	NA	487	NC	NA	20	NC	NA	43	NC	NA	36	NC	NA	1
Economically Disadvantaged	54	725	33345	100	95	96	506	516	499	17	8	17	26	29	36	57	61	46	NA	2	1
Non-Economically Disadvantaged	60	2355	45834	100	98	99	527	541	533	5	4	7	28	16	19	65	73	67	2	8	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	114	3097	79734	100	98	99	549	573	554	3	1	3	21	11	19	76	87	78	NA	1	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	1524	39243	100	98	99	559	585	568	4	1	2	12	7	12	84	91	85	NA	1	1
Male	57	1571	40413	100	98	98	539	561	541	2	1	4	30	16	26	68	83	70	NA	0	0
African American	NC	169	4285	NC	97	99	NC	571	548	NC	1	3	NC	14	22	NC	85	74	NC	NA	0
Hispanic	53	762	31254	100	97	99	538	563	539	4	1	5	30	16	25	66	83	70	NA	0	0
Asian/Pacific Islander	NC	102	1837	NC	99	99	NC	581	579	NC	2	1	NC	10	9	NC	85	87	NC	3	2
American Indian/Alaskan Native	--	33	4613	--	100	97	--	586	535	--	NA	4	--	9	29	--	88	67	--	3	0
White	43	2029	37668	100	98	99	560	576	569	NA	1	1	12	10	13	88	88	85	NA	1	1
Students with Disabilities	NC	277	8943	NC	81	92	NC	517	495	NC	5	11	NC	44	51	NC	48	38	NC	3	1
Students without Disabilities	105	2820	70791	100	100	100	554	578	561	3	1	2	16	8	15	81	90	83	NA	1	0
Limited English Proficient Students	NC	85	9138	NC	96	97	NC	513	492	NC	7	13	NC	40	46	NC	53	40	NC	NA	NA
Migrant Students	NC	10	687	NC	100	97	NC	NA	528	NC	NA	6	NC	NA	28	NC	NA	65	NC	NA	NA
Economically Disadvantaged	54	729	33718	100	95	97	532	559	538	6	2	5	30	18	26	65	80	69	NA	1	0
Non-Economically Disadvantaged	60	2368	46016	100	99	100	565	577	567	NA	1	2	13	9	14	87	89	84	NA	1	1

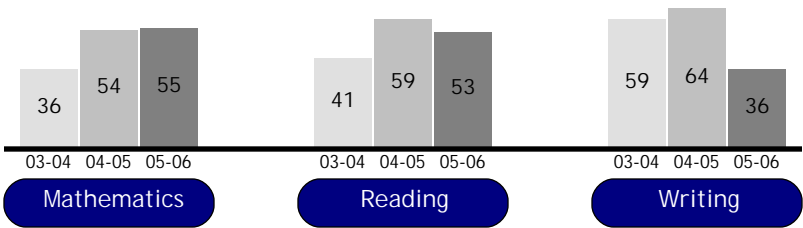
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

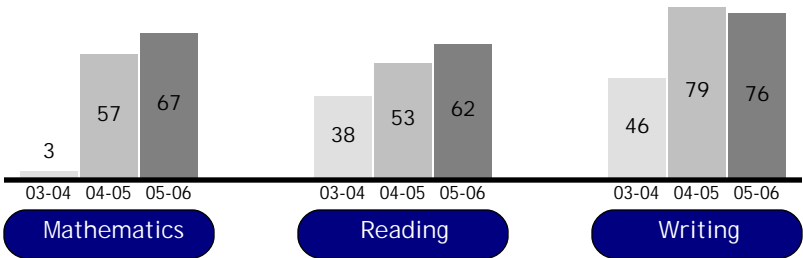
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	56	NA	58	97	46	53	47	88	50	56	46
	Language	98	52	60	50	97	53	53	47	88	58	59	48
	Mathematics	99	73	72	64	98	51	53	50	88	59	58	52
3	Reading	96	44	NA	55	99	41	52	44	100	43	56	46
	Language	98	61	70	61	99	38	50	44	100	43	54	46
	Mathematics	99	54	71	61	99	41	55	51	100	43	58	52
4	Reading	100	48	NA	56	97	44	54	48	100	48	59	52
	Language	100	54	60	52	97	43	55	49	100	48	59	52
	Mathematics	100	55	69	61	97	43	58	53	100	54	63	58
5	Reading	93	47	NA	55	99	49	56	50	100	39	63	56
	Language	100	42	56	49	99	46	56	50	100	37	61	54
	Mathematics	100	48	67	63	99	39	52	49	100	28	56	52
6	Reading	98	49	NA	56	100	51	58	51	100	58	65	56
	Language	99	48	60	48	100	47	55	47	100	50	58	50
	Mathematics	99	63	75	66	100	48	59	52	100	59	65	58
7	Reading	97	49	NA	54	93	54	59	50	100	52	63	54
	Language	96	49	67	58	93	58	62	52	100	61	67	58
	Mathematics	97	50	68	62	94	57	57	50	97	56	61	54
8	Reading	95	50	NA	55	97	48	58	51	100	59	67	58
	Language	95	47	64	52	97	48	56	50	100	54	63	56
	Mathematics	95	48	69	61	97	47	59	53	95	68	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Schoolwide Positive Incentive Program
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Encouraging Parental Involvement
- Ü Campus Beautification

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	55.00
Other Professional Staff	7.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	14	4	0	0
7 to 9 years	9	3	0	0
10 or more years	22	11	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certification.	4
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

- Ü Technology Lab (7-8)
- Ü Computer Lab (K-6)
- Ü Video Production Facility
- Ü 40 Laptops / 40 Alpha smarts

Extracurricular Activities

- Ü Student Council
- Ü National Junior Honor Society
- Ü Peer Mediation
- Ü Peer Tutoring
- Ü Sports Program
- Ü Band

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Afterschool Program
- Ü Counseling Services
- Ü Adult ESL Classes
- Ü Dental Program
- Ü Community Partnerships with KAET

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Our resource students served the community with public service volunteer hours with the Christmas Angel Project, sponsoring a school carnival, and providing babysitting services.
- ü Several staff members successfully completed grant proposals to our district's educational foundation - PEEF - to receive additional funding for school-based projects.
- ü Seventy-five percent of our students in grades 1 through 3 have reached grade level in their reading performance as measured by oral reading assessemnts using the Rigby program.
- ü We have introduced LIFESKILLS on our campus as a way to help grow responsible citizens. This is in conjunction with our new discipline plan that emphasizes restitution.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The introduction of LIFESKILLS on our campus is helping our students make better choices. We are also continually looking for ways to make our campus as safe as possible for our students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Rae Conelley	(623) 412-4575
Transportation Policy	Steve Highlen	(623) 486-6006
Community Resources	Jim Cummings	(623) 486-6040
School Nutrition Programs	Willie Gentry	(623) 486-6350
Parent Organization	Lori Bertram	(623) 412-4575
Student Health/Nurse	Donna Gross	(623) 412-4575

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.